Current Event Task Outline

Ancient Rome

MYP 2

You will be presenting current events all year long. The current event you choose will be based on the topic of the unit we are studying. During our unit on ancient Rome you will select a current event (within the last 3 years) that somehow relates to ancient Rome. For example, we studied a news item about a recent archaeological discovery in which a second-century mosaic used in Roman bath houses was recently unearthed in southern Turkey. Your article should be related to some aspect of ancient Roman life, its culture, its government, its art, its warfare, its religion, its politics, its science, etc. Once you have found an article and read it thoroughly (i.e. read it two or three times, looked up words you don’t understand and taken some notes on its content), you will complete a graphic organizer as thoroughly as possible (i.e. with complete sentences and with developed descriptions, examples and explanations).

The key concept for our unit on ancient Rome is **systems**. Systems provide structure and order in both human and natural environments. The Roman Empire was vast and complex, and in order to run properly it had to be highly organized. When we talk about the systems of the Roman Empire, this will certainly include things like their system of government, justice, religion, social class, warfare and education, but it will also include things like their system of roads, aquaducts, money, writing, measurement, and fashion (e.g. only the emperor could wear a purple toga; senators wore a white toga with a purple stripe along the edge). Everything is connected to a system or systems.

Use the graphic organizer below to structure your analysis. I have used the current event on the Roman mosaic that we discussed in class as an example.

|  |  |
| --- | --- |
| **Link to article** | <http://www.nytimes.com/2012/09/25/science/work-begins-to-unearth-roman-mosaic-in-turkey.html?_r=0> |
| **Five Ws** | What is this story about? Who is it about? When did it take place? Where does it take place? Why did it take place? |
| **Key concept** | Systems: How did the Roman bath house provide structure for Roman society? In other words, why did Romans go to bath houses? Was it just to bathe or was there a larger social function at play, like business or gossip or resolution of disputes? |
| **How does this current event change our understanding of Rome?** | e.g., The influence of Roman culture in the first century was much more strongly felt in the eastern provinces than previously thought. |
| **AOI: Human Ingenuity** | e.g., Why did the Romans build bath houses? How did the Romans build bath houses? How did Roman bath houses improve people’s quality of life? |
| **Reseach Question**  Come up with a question for your classmates to research. | e.g., What role did bath houses play in ancient Roman life? |
| **Learner Profile: Reflective** | What did you find surprising about your current event and why? |

Current Event Assessment Rubric

Objective C1

MYP 2

Name: Date:

Criterion C: Thinking critically

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 2 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **makes a limited attempt** to analyze the current event. |
| 3-4 | The student:   * completes a **simple** analysis of the current event. |
| 5-6 | The student:   * completes a **satisfactory** analysis of the current event. |
| 7-8 | The student:   * completes a **detailed** analysis of the current event. |

**Command terms and MYP definitions**

**Analyze** Break down in order to bring out the essential elements or structure; to identify parts and relationships, and to interpret information to reach conclusions.